DOCUMENT RESUME

ED 115 951 CE 005 846

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TITLE	Career Education for Region 12. Annual Report.
INSTITUTION	Kentucky Valley Educational Cooperative, Hazard.; Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.
REPORT NO	VT-102-337
PUB DATE	1 Mar 75
NOTE	18p.
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	Annual Reports; *Career Education; Consortia; *Educational Programs; Program Development; *Program Evaluation; *Regional Cooperation; Regional Programs
IDENTIFIERS	*Kentucky

ABSTRACT

The report evaluates the Kentucky Valley Educational Cooperative Career Education Project in eastern Kentucky. The project staff involved personnel from Morehead University, Eastern Kentucky University, Bowling Green and Owensboro, and from the Kentucky State Department of Education in workshops, inservice training, demonstration units, and conferences. The evaluator made three three-day on-site visits, meeting with superintendents, project staff and coordinators, principals, counselors, teachers, pupils, parents, and community leaders. Various project products--reports, handbooks, plans and outcomes for workshops, surveys, newsletters, lesson plans, and students' work were considered in the evaluation. After meeting with the people in Region 12, reading the materials furnished, studying the objectives and attainments, and discussing the outcomes and practices, it was found that the overall goals of the project were achieved. (NJ)

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Career Education for Region XII

a project of the

Kentucky Valley Educational Cooperative
511 Broadway
Hazard, Kentucky

Annual Report

by Lillian E. Buckingham

Under Contract with the
Commission on Occupational Education
Southern Association of Colleges and Schools

VT-102-337

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March 1, 1975

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In accordance with the contract between SACS and the Kentucky Bureau of Vocational Education, the evaluator is to submit a final report summarizing the findings of "Career Education for Region XII", a project of the Kentucky Valley Educational Cooperative by March 15, 1975.

Due to the shortage of time remaining for the Project to operate, site visits and reports were reduced to three, approximately 3 days in length, and a final report.

Prior to the visitation of the team for the Career Education Review January 27 - 29, 1975, the evaluator attended the Second Annual Conference Career Education held at the Knott County Central High School in Hindman, Kentucky on January 25, 1975. This conference scheduled at the end of the second year of the Project was structured to present to all participants and visitors demonstrations of on-going Career Education activities in Region XII and to assess attitudes with which people implement Career Education. In spite of the heavy rains, some 1,000 individuals came to listen, see, react, applaud, and understand the exciting educational growth through the implementation of Career Education concepts. Every school district was well represented by participating students, teachers, counselors, administrators, parents, and community leaders. In addition, the project personnel from Bowling Green, State Department leaders, and university personnel heard the speeches on Career Education from the viewpoint of Congressman Carl Perkins, the viewpoint of U. S. Office of Education by Assistant Commissioner of Career Education, Dr. Ken Hoyt, the viewpoint from the State Department of Education by Dr. Lyman Ginger, and the viewpoint from the State Department of Vocational Education, Dr. Carl Lamar.

A full day's program was planned and carried out in an exemplary manner (see the attached agenda). The preparation for the conference was thorough and revealing,

Educators set up colorful and informative exhibits late on Friday evening and early on Saturday morning, manuevered busloads of children from all the counties over rain-slick roads early on Saturday morning, providing lunches and entertainment, distributed materials demonstrating their approaches to Career Education in various classroom settings and situations and utilized the skills of the volunteering parents. Even with all of these demanding tasks, the participants and spectators saw the value for future conferences with opportunities to expand Career Education for the next year. Each of the teaching demonstrations was well attended and the displays for each district unique and provocative. Ample materials were made available. Comments from the visitors and parents indicated a real appreciation for and an understanding of the work being done. The speakers toured the exhibits, saw the various demonstrations and met parents, children, and teachers.

The brief statements from each member of the KVEC clearly indicated the understanding, support and desire for the continuation of Career Education as the way of education. Due to the coordinating efforts of the hard working and skilled Project Staff and all Career Education Coordinators, this "Show - Tell - and Grow" conference demonstrated to Region XII and the State the value of unity and understanding of a purpose, the involvement with others, pride in products and processes, and a rededication to redirection and growth for the betterment of preparing youth for a place in the adult world.

The total Region XII should be commended, applauded, and encouraged to tell others of their growth and ways of implementation of a Project.

Findings

During the on site visits to Region XII, the evaluator has met every Superintendent, the Director of the Hazard Regional Vocational Program, the Dean of the Hazard Community

College, the Project Staff for Career Education, the Coordinators of Career Education, principals, counselors, teachers, pupils, parents, school board members, community leaders and has visited each county and independent school district.

Copies of all reports, handbooks on Career Education concepts and skills, agendas, plans, and outcomes for workshops, Newsletters, surveys, news articles, individual teacher's lessons, special units, children's work and puzzles have been furnished to and are on file with the evaluator. During these visits to the counties, the evaluator has attended staff meetings in schools, CEC's meetings, PTA's, Career Open House, and several evening meetings to share some comments with the educators and community.

From the vantage point of meeting with the people in Region XII and reading the materials furnished, studying the objectives and attainments, discussing the outcomes and practices with the totally dedicated, honest staff members, the evaluator has been able to make the suggestions and recommendations that have been detailed in the previously submitted reports. In every case when pointed questions have been posed and/or recommendations for strengthening a phase of Career Education has been made or a request for additional visitations or information, the Project Director has responded very positively.

The overall goals as conceived and implemented have been met substantially within the framework of dedicated leadership, administrative support, a high percentage of involved staff and community, the uncertainties of continuing financial support with the attendant implications for staff turnover and community interest, and geographic limitations.

The multi-talented, innovative Regional Career Education Staff, the dedicated

Career Education Coordinators are to be commended for their enthusiasm, spontaneity, ability to work under heavy loads of job assignments, time commitments, travel distance, and painstaking planning to make Career Education a viable program.

The staff has followed through on recommendations and suggestions within its realm of accomplishment. They have worked under pressures of time, lack of facilities, physical and geographic handicaps, to affect the changes requested by State, local and local agencies, and the evaluator.

The required quarterly reports of the Regional Staff are revealing, frank and informative.

The Region is to be commended for its systematic probing of improving ways to educate the total community to the value of Career Education as the means of preparing youth for entry into the adult working world.

The KVEC consortium of knowledgeable, committed administrators in Region XII is providing a unified, strong backing and dynamic leadership for the Career Education Project. In fact, their particular operation could well serve as a model for other districts with similar problems.

The Project Staff has involved the staffs from Morehead University, Eastern Kentucky University, project personnel from Bowling Green and Owensboro, personnel from the Kentucky State Department of Education in workshops, in-service training, demonstration units, and conferences.

The capable Project Staff has maintained a strict adherence to schedules within specified time frames:

completion <u>on time</u> of the Third Year Proposal of Project on Career Education to the State Department of Education

visitations of the Regional Staff to the LEA's

completion of various handbooks as guide for teachers

following THE FIVE STEP DEVELOPMENT PLAN OF orientation, preparation, in-service, implementation and evaluation

newsletters to Region, State, and other states

culminating second annual conference on Career Education attended by some 1,000 educators, students, parents, leaders that brought the outside to inside Region XII in order to share the happenings of Career Education

The various workshops have been geared to the levels of operation and the responsibility of individuals.

Since the Region is so large and teachers have difficulty in travelling the distances, the Staff is to be commended for its observation and the provision for identical workshops at two convenient locations as well as arrangements to hold monthly meetings of the CEC at different locations thereby equalizing travel time and cost.

The workshop for principals geared to orientation of problems and possibilities of the Exploration phase of Career Education program in the school was practical and meaningful through its discussion of alternatives to scheduling, block scheduling, teaching arrangements, and supervision for students off campus.

The Project Staff has evaluated each workshop, in-service, and unit, and has reacted positively to the participants' reactions; to wit: the effective use of the particular expertise of consultants, the refinement of goals and objectives, realistic approaches to unit writing, assistance in seeking community resources, schedule of

in-service meetings, duplication of materials, and target groups enlarged, etc.

The arrangement of graduate credit through consortium arrangement with EKU and Morehead University is proving helpful to teachers who have enrolled in the workshops dealing with the several phases of Career Education.

The Project Staff has published several manuals. "Career Education Concepts and Skills", a guide for teachers is the product of a corps of selected teachers, component directors, and consultants who formulated the articulated Career Education goals and objectives by grade levels. Another manual is geared to providing teachers with practical approaches for writing Career Education units.

The handbooks, Newsletter, and manuals have been disseminated through Region XII, Kentucky State Department of Education, U. S. Office of Education, and other states.

In-service training in human relation skills for counselors, though delayed in the involvement of counselors specifically in Career Education, attempted to tie together the educational experiences of youth, teacher, and community.

Wherever there is a strong guidance program, there is <u>one</u> counselor assigned to <u>a</u> school and therefore available to staff, students, and parents, albeit the load may range from 500 to 1,000.

There are not enough counselors in the Region to provide sufficient service to students - 21 counselors for some 30,000 students and approximately 1,400 teachers and administrators spread through 76 elementary, 16 secondary, 1 area vocational, 5 vocational extension centers, and 1 community college.

Career Education Guidance Committees have been established in all schools but

with different degrees of effectiveness.

Follow up of the graduates or early school leaders was sent to 6500 youth in January, 1975 to determine potential changes for curriculum in vocational and non-vocational schools. However, there was no preliminary orientation of youth to the completion of a survey form.

Plans for a placement program in each LEA have been discussed by counselors, principals, and faculties, but limited resources and personnel have delimited its institution during this second year project. However, more concrete plans for action in the third year are being firmed.

The Staff prepared a thorough briefing of Career Education in Region XII for the SACS' Evaluation Team through informative tape slides, and discussions with the Regional Career Education Staff, a quantity of quality materials, and scheduled visits to each county, superintendent, and staff.

Each year the formulation of objectives and the establishment of a calendar of selected events has been reacted to and modified by superintendents, directors, and CECs for the strengthening of articulation, fusion, preparation, and provision for individual differences in the schools for the implementation of Career Education programs.

The clearly defined approaches to exploration phases of Career Education including processes, performance objectives, administration, activities, evaluations, fusion of subject area concept and skills have been demonstrated in unique approaches by teachers in each county.

The use of "Individual or Group Assessments and Profile", constructed and created by Banks and Belcher and used in the Jenkins Independent School District is a functional, practical, and inexpensive method of guiding students through the total developmental process in school and should be considered for use throughout Region XII.

The Hazard Vocational Technical School offers some very unique training facilities, superb teachers, and works well with the county staff.

The institution of the Career Education Log by Knott County is a superior documentation of units, outcomes, uses and provides for quick accountability of all ongoing Career Education facets and points up the educational needs rather readily. It is a splendid system that other regions could readily adapt, adopt and find helpful.

The success of the hands-on experience in a vocational setting this past summer for 121 students is being expanded for the year 1975 so that the overview program will be available for another group of youths.

Not all teachers in all schools have availed themselves of workshops, or used the materials available, or become involved in the career education processes. However, many of the administrators have felt that there are some spin-off effects from those teachers who are involved. The elementary teachers have given greater emphasis to the movement and are more open to the change. So far, teachers in the secondary schools are moving more cautiously. There has been some excellent teams teaching in several of the high schools. Many teachers of special education classes have been quite skillful and innovative in fusing the career concept geared to the level of students.

There is more widespread involvement of the community serving as resource persons, sites for on-the-job observations and work experiences, advisory committee members, and the use of businesses to display appropriate Career Education flyers, notices, fairs, PTAs, etc.

The number of parents who have been serving in many capacities as volunteers in the schools are indeed helping school personnel to deliver more services to students and supporting bond issues for essential programs and buildings.

Recommendations

It is no small feat to redirect energies, stimulate cooperation and support among many groups, and literally shake minds of individuals of all levels of preparation and competence to make education become more meaningful, necessary, and current, and thereby expand the horizons of youth and parents living in a stunted region.

The evaluator is keenly aware of the impact of the program being made within the rural community, the trepidations that the administrators face in opening up the hinterlands, the physical and emotional drives and drains, the paucity of the funding, including sources, among the close-knit mountain citizenry, and the emergence of regionalization in the more effective delivery of services.

Career Education, here, has been growing in concept, direction, implementation, and value not only for youth but also as seen in school offerings, in administrative finesse and support, and especially in community interest and understanding. Leaders from within and outside Region XII have applauded its direction and its leadership.

Commendations and recommendations have been made after each on-site visit. Those recommendations now listed are simply reinforcements of items to be tackled, acted upon, and are not listed necessarily in order of priority.

Re: Funding

As the Kentucky Valley Educational Cooperative, Region XII, is developing a sound base for the expansion of Career Education in Region XII, it is quite apparent that leaders outside the region should have further insight into the real needs for sustaining a meaningful program for the Appalachian youth in Eastern Kentucky. The policy of begging for funds to give youth education, that is free, current, and administered by fully qualified, adequately salaried professionals should be carefully studied by those who hold the financial reins. Since KVEC is seeking additional essential funding for the further implementation of a third year project of proven merit, it is recommended that ARC members be invited by the Representative to ARC of the Governor of Kentucky to visit KVEC - Region XII to understand the program more fully for the purpose of additional long term of funding. Very much a part of this recommendation is the major concern for issuance of free books to youth after the eighth grade. (Refer to Evaluators' Report, Site Visit III, p 7 & 8. Also the SACS Report, 1975. Refer to "Goals of Education in Kentucky", p 3 - 4 and the proper undergirding of each of the 8 goals.)

Being aware of Career Education is not enough; being involved and giving real support whenever possible with sufficient lead time is a greater boon to the region and its inhabitants. As of the writing and after the third party team evaluation the last week in January, 1975, the Director of KVEC and the Project Director of Career Education have not been notified either officially or unofficially of the refunding of the Project.

Region XII has submitted its project for Third Year Funding of Career Education to the State on time.

Region XII has met all its objectives.

Region XII has a staff of qualified, dedicated professionals who must maintain their livelihood and yet give continuity to a program for youth.

Region XII has followed through on suggestions, recommendations made by evaluators, state department personnel, and other interested personnel.

Region XII has demonstrated to its citizens, its Boards of Education, and its LEA's that Career Education is attainable, necessary for the benefit of youth in its region. Yet there is no assurance that ARC and the State Department of Education subscribe to the continuance of this Project. Without funding, the highly visible and potentially exemplary project will not be able to continue, expand, and enrich the lives of all it touches. The third party team of evaluators and this evaluator have recommended with no reservations that sufficient lead time for refunding should have been provided and even now should be forthwith refunded. Further the State Department of Education should definitely plan to incorporate the Appalachian Region XII Career Education as an on-going program in Kentucky.

It is further recommended that the State Department of Education adopt a policy of forward funding of a project rather than reimbursement. Since all projects are monitored closely, are staffed by able administrators, and the well-defined budget of the project has been approved, quarterly payments could be alloted to the Executive Director with provisions for adjustment procedures. Therefore, districts woefully strapped financially could operate in a business-like, dignified manner and without having to borrow money or hold payments until reimbursed much later.

Re: Career Education and the University System

If, as several superintendents of Region XII stated, Career Education is considered as a vehicle to motivate kids, and Career Education is motivating staff and their leaders, it is not too farfetched to recommend that KVEC formally request that teacher training and counseling institutions of Kentucky University System require a course in

Career Education as part of teacher ce·tification standards. (Refer to Site Visit II, p 7 - 8 for additional points.)

Re: Career Education Coordinator

In order to expand Career Education throughout the Region, it is recommended that the Career Education Coordinators be charged with the sole responsibility of coordinating and implementing Career Education. It is suggested that these CEC serve as extension services of the teacher - internship system with cooperating universities to train teachers in career education, receive proper remuneration from the cooperating institutions, and serve on Advisory Committees in the Bureau of Instruction. These thrusts would not infringe on their time of major responsibility, but would have the effect of providing practical approaches to Career Education for beginning teachers who, in turn, would assist the Coordinators in carrying out the Career Education objectives on a regional basis (Refer to Report Site Visit III - p 2 - 4 for additional points.)

Re: Follow up and Surveys

It is recommended that a Counselor head up a Guidance Committee in each Region, composed of teachers and administrators, and where possible vocational and community college instructors, to plan preliminary orientation of all youth to follow up and surveys.

Follow up and survey are necessary for the growth of any educational institution to determine needs of youth and community and to seek out ways to meet these needs. In preparing for any meaningful follow-up, it is absolutely essential that a well-publicized orientation to responsibility of the respondents, the nature of the inquiry, the use, the effects to be gained, be made with sufficient lead time for the

distribution and mailing of the follow-up.

In several schools, counselors who may have more than one job assignment or school were "released" to compile manually the facts elicited from youth on the follow-up form. Consider all implications: time, qualified skills being misused, inappropriateness of an individual's responsibilities. Consider, too, what is done with facts elicited, whose responsibility, time sequence for tabulated results and appropriate follow-through of these tabulated remarks.

It is therefore recommended that any follow-up that requires tabulation of any nature should be performed by a clerk. You might consider the use of parent volunteers, or a hands-on experience for an enrollee in college (areas of education, business administration, measurements, guidance) or a business trainee from the junior college level.

After the compilation of the data by the clerk, it is recommended that the counselor and the Guidance Committee in each county plan a stategy for the dissemination of information, interpretation and possible implementation within the region.

It is suggested that 3 months after the follow-ups have been mailed and a month allowed for compilation of facts, that the Counselor and the Guidance Committee meet with principals and superintendent to discuss ways of approaching the district, for possible redirection and impacting curricula. In studying the results of the follow-up of youth, anyone unemployed, underemployed and/or desiring assistance should be provided an opportunity to report to a specified person, place and time for additional counseling (e.g., an evening center not necessarily in a school building, group sessions including how to take qualifying tests for job refresher course in some subject, how to find lodgings and get around a city area, etc.)

Re: Guidance and Counseling

Since consortium works well in Eastern Kentucky, Region XII, and is recognized as a unifying force, and since guidance and counseling is considered essential to thread the various elements of self-knowledge, persistent in preparation, and decision-making to achieve the goals of an effective Career Education program in Region XII, it is recommended that KVEC in concert with ARC and the State Department of Education provide for 5 additional well-qualified guidance counselors. These counselors would operate from a Resource Counseling Center and serve as a staff-on-call and scheduled to give further service to students and Staffs (Refer to Report Site Visit I, p 13 & 14).

Consider the implications for extension guidance centers, located in designated regions, working with curriculum, specialists as a result of surveys, etc., close cooperation with Labor and Employment Bureau in setting up Placement Locals, coordinating career program visitations and follow-ups with the community colleges, vocational centers, etc.

Re: In Service

Many administrators have commented on the financial burden of additional substitutes for the teachers released to attend the workshops. Distances to location often preclude afternoon meetings for teachers. Yet the staffs have indicated need for and interest in the career education in-service.

Since many teachers may find it difficult for any number of valid reasons to attend workshops or in-service sessions during the summer, it is recommended that these particular training sessions be provided during the regularly scheduled in-service meetings of teachers and extend into Saturday schedules.

Re: Vocational Technical School

It is recommended that the vocational school also incorporate the Career Education concepts in its programs.

The Hazard Vocational Technical School is indeed an excellent school, with many unique programs, outstanding teachers of their trades, and a modern plant. But there are many educators and community leaders unaware of the scope, sequence, and breadth of the programs. It is assumed not only by teachers in the secondary schools and in the vocational schools, that once a youth elects, is selected on a pro-ration basis in a vocational setting, that a wise career choice is made. It may be. But it is just as essential that career options, interrelationships of subject matter with vocational hands-on preparation, ladders of achievement and related jobs be an integral part of the vocational programs. It is also assumed that placement on a particular job as an outgrowth of work in the vocational school will be the path the happy graduate will always follow.

It is further recommended that the Vocational School sponsor a joint program with the feeding secondary school personnel, exchange follow-up facts for program improvement in both school areas, and possible exchange of teachers in the academic areas for a semester.

Re: Second Annual Conference

Since many interested teachers were unable to attend the annual culminating conference, and since the program, speeches and several of the demonstrations had been taped, it is conceivably good to rotate on scheduled basis the tapes and materials among

the county staffs with the CEC serving as the narrator and interpreter of the events. The calendar for the replays should be posted in the Newsletter with each county publicizing its own involvement through the media.

Additional feedback of comments, suggestions from the county staff could be prepared for the Regional Career Education Staff study.

Re: Community College

It is recommended that the Community Colleges, public and if possible private, exchange newsletters with all schools and plan two Career Days. One day would be devoted to teachers' tour of the campus with students serving as guides, issuance of appropriate materials and public relations facts. The second tour for counselors would emphasize the exchange of information relative to follow-up facts, discussions of curriculum needs for both school levels, and arrangement for membership on Advisory Committee, etc.

Re: Evaluation

It is recommended that the individual asked to monitor a program of this scope within a wide-spread area spend at least 3 days per site visit in order to assess, and assist the Region XII. Further, it is recommended that the 3 Party Team of Evaluators spend 5 days for proper and necessary evaluation of this particular region.